



Laxey School Learning and Teaching Policy Learning - It's up to you

1. Aims

At Laxey School we aim to inspire our children by providing a curriculum that develops learning habits, high order thinking skills, curricula skills and knowledge in a creative and engaging way. Central to this is our series of Steps to Success which provide specific guidance on how to improve both learning habits and core curricula skills.

Intended outcomes:

High quality learning and teaching will be monitored, evaluated and reviewed in order to provide children with opportunities to become successful learners who can:

Sustain Effort. Our growth mindset philosophy means children know that hard work and effort are key to successful learning. They are praised for sticking with a challenge and for managing distractions.

Reflect. We spend time giving children feedback which enables them to improve their skills. Learning to reflect on their own and with peers is crucial and children know that a challenge isn't finished unless they have spent time using success criteria to improve. This helps every child know what great work looks like.

Challenge Yourself. It isn't possible to develop your skills unless you move from your comfort zone. Children are encouraged to enjoy working hard and to understand how they can judge their own skills in order to keep on improving.

Be Brave. Good learning isn't easy! Continually using or practising skills you can already do limits progress so children need to have courage to successfully take on board new challenges.

Be Honest. Children know how to use the learning zones to determine what they know and what they need to learn next. The key to success is progress, so our children know that pretending to know something actually limits their own learning. They are praised for admitting if they don't know something and understand making mistakes is not a problem.

Fail Well. Children understand that in order to learn well you have to be in the stretched zone. To be in the stretched zone you have to try skills that are just beyond you. Whilst you are learning something new you will make mistakes and this is a crucial part of good learning. If you are getting everything right, you are not necessarily 'clever', you are probably in your comfort zone and not learning anything new at all!

Smile. This is a reference to the fact that good learning is tough and can make you feel nervous and, perhaps anxious. Children are great at understanding this and know that it's OK to feel this way in a safe environment with support. So, when they do succeed, it feels great!

Teaching staff will

- *have a growth mindset
- *actively teach learning habits in every year group, ensuring children develop a more sophisticated understanding of how to become a better learner as they mature
- *be committed to the development of: learning habits, thinking and curricula skills and knowledge
- *guide children in the use of the learning zones (comfort, stretched and stressed) and the Steps to Success (S2S) to enable them to have an active role in assessing both their learning habits and skills in order to set next steps in learning
- *develop learning habits by: leading daily learning talks using the Vision S2S for a weekly class focus, using ongoing learning language, using split screen objectives (ASK) in all sessions, using learning displays, reflecting weekly in learning diaries, using learning zones and having a weekly learning hero
- *ensure environmental provision includes opportunities to develop learning habits alongside independent thinking, curricula skills and knowledge
- *ensure planning walls and working walls are used to support learning (working walls must include the process of learning, displaying mistakes, reflections and improvements in a suitable way)
- *facilitate enquiry based learning
- *use S2S in maths, reading, writing, S&L and science to provide guidance on core skills development, building on prior learning whilst ensuring time to consolidate skills
- *use the learning zones with the children to assess S2S skills in maths and writing and use this information to support future learning
- *annotate S2S with relevant AfL comments
- *use the non core curricula (Safety Net, On Demand and Basic Skills) to ensure a flexible, dynamic, creative approach to the teaching of non core subjects
- *use the non core drivers Another Time and Place, Technology, Arts, News and the Local Community to guide topic choices ensuring a Manx element for each year group
- *ensure breadth of skills development using the Basic Non Core skills curriculum
- *develop thinking skills using Thinkers Keys, Thunks etc
- *set high expectations for all children through the use of assessment procedures that carefully monitor achievement and attainment, involving all children in planning and assessment
- *use data from assessments and AfL information from the S2S in writing, maths, reading, speaking and listening and science effectively to inform classroom practice and provide next steps in learning
- *use success criteria to structure and assess learning where applicable
- *offer a range of learning experiences (e.g focus groups, 121, whole class lessons, learning partners, enquiry led learning, trips out, visitors, working walls and open ended challenges) to enable all children to cultivate effective learning habits and ensure the highest academic attainment and achievement
- *apply key skills in a variety of contexts in order to prepare children for real-life and everyday situations
- *ensure clarity of learning intentions for children by focussing on one aspect of the ASK model ensuring the other two aspects are embedded

- *provide a learning environment that facilitates independent learning, expecting children to: focus alone: collaborate: plan: reflect: improve: problem solve and organise resources without constant supervision from adults
- *make use of home learning, where appropriate, to reinforce and extend skills, knowledge and learning habits
- *provide dedicated time for structured reflection, feedback and improvement using S2S or other success criteria where appropriate, alongside the 'tickled pink' and 'green for growth' ensuring feedback is honest, relevant and informative
- *use success criteria so children know what a good/bad example looks like
- *give children time to reflect using success criteria both independently, with peers and with an adult
- *facilitate enquiry based learning
- *ensure children are taught to risk assess effectively in a variety of situations
- *use a wealth of relevant resources - in classrooms, outdoors, in the local community and the wider area, including visits and visitors
- *structure challenges with due regard to the pace of learning ensuring they are challenging and enjoyable
- *ensure learning is vivid, real and meaningful and has many first-hand experiences in order to stimulate curiosity and imagination
- *allow children to demonstrate their learning in different ways – for example, through photographs, posters, products, presentations, performances, ICT including i pads, etc.
- *base their teaching on secure knowledge of curriculum guidelines (for e.g E4L, Guy Claxton's BLP, Growth Mindset, EYFS guidance, Letters and Sounds, Support for Spelling, Talk for Writing, Alan Peat, Manx Curriculum, Manx RE curriculum, 7 Strands in maths and science, IOM writing level descriptors, IOM Speaking and Listening descriptors, Morrells Handwriting)

Inclusion

At Laxey School all children are given the opportunity to learn through the development of learning habits. The growth mindset ethos of the school promotes the fundamental belief that all people can improve and provides the tools with which to do so. This ensures that all children will have equal access to the curriculum and will be treated fairly regardless of race, religion or skills set.

Reviewed September 2017